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ENGLISH MEDIUM INSTRUCTION (EMI) IN NON-ENGLISH-SPEAKING COUNTRIES: PEOPLE, LANGUAGE, CULTURE AND LEARNING – LINGUISTIC, CULTURAL, AND PEDAGOGICAL COMPLEXITIES

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ABSTRACT

This study investigates the impact of Digital Learning (DL) platforms on education outcomes in remote and underprivileged areas, aiming to enhance opportunities and address augmented challenges. Through quantitative and qualitative research among rural teachers and students, the study evaluates the benefits of Information and Communication Technology (ICT)-supported platforms. Findings show that DL platforms provide quality education regardless of geographical location or economic background, offering lessons in game, video, and quiz formats. However, barriers include poor internet connectivity, inadequate infrastructure, low technological literacy, and social-cultural factors. The study recommends comprehensive language support systems, culturally sensitive curriculum design, teacher training programs focused on English Medium Instruction (EMI) pedagogies, technology integration, and collaborative teaching approaches. Implications for policy and practice include informing language policy and planning, enhancing teacher education and training, developing culturally responsive curriculum, promoting effective instructional strategies, and fostering international collaborations. Despite limitations in geographical scope and sample size, this research contributes to the understanding of DL platforms' effectiveness. Future studies should investigate EMI models and frameworks, examine language assessment and proficiency, and analyze cultural identity and language power dynamics. Ultimately, this research underscores the potential of DL platforms in extending access to education, emphasizing the need for targeted interventions to address technological, cultural, and instructional obstacles.

Keywords: English Medium Instruction, language proficiency, pedagogy, teacher training, curriculum design, digital learning, cultural identity, educational technology, studentengagement, globaleducation

Chapter 1: Introduction

1.1 Background

In the current world, the globalization of education has rapidly occurred with the use of EMI in non-English speaking countries. EMI stands for English as the medium of instruction by which an institution teaches in English even if the country's official language is different from English. This trend has gathered steam as the English language is gradually regarded as an international language, thus enabling people to communicate and study in different countries, as well as join internationalized economy and business circles. EMI also facilitates the needs of the higher education

institutions to increase its international appeal, and competitiveness, students' mobility and knowledge economy. However, as in most other aspects, EMI provides many advantages during the implementation process, the main problems are observed in non-English-speaking countries, where teachers and students can experience multiple difficulties due to the existing complicated linguistic landscape.

1.2 Problem Statement

Although EMI is emerging as an increasingly widespread practice in higher education across global settings, its enactment in non-English-speaking contexts appears fraught with significant linguistic, cultural, and instructional issues. Although EMI can provide students access to a variety of resources presented in the international academic environment as well as improve their foreign language usage, many educators and learners face the language requirements, cultural sensitivity concerning instruction, and program adaptation for EMI settings. The subject of discussion regarding the influence of EMI on students' academic performance, cultural identity and in general learners' experience remains a topical issue of debate across the world. Further, knowledge regarding institutional support structures encompassing teacher preparation, language assistance, and accessible appropriate educational materials as well is inconclusive. These challenges point to the need for a more mechanistic examination of practical aspects of EMI and the ways in which they affect both practice and students in multicultural and multilingual contexts.

1.3 Research Questions

1. This study aims to explore the following key research questions:
2. Having established the arguments for and against EMI, the next question is what these educators and learners in EMI encounter linguistically, culturally, and in terms of pedagogy?
3. In what ways do educators respond to these challenges cognitively and operationally in their instructional practices?
4. To what extent and in what ways are institutional and external support structures important to successful EMI implementation in non-English-speaking environments?

In answering these questions, the study aims at offering a clear picture on the nature and modality of EMI and its influence on practices in those nations.

1.4 Significance of the Study

This research adds to the existing literature of the phenomenon of EMI in providing a thorough analysis of the conditions and prospect of adopting this approach of teaching. The findings are useful for policymakers and educational leaders and other academic institutions who aim to enhance the effectiveness of EMI in higher education. Namely, the study will reveal specific characteristics of linguistic, cultural and pedagogical nature that do affect EMI programs' success. Besides, the research will also assist in developing policies and support system that can improve the quality of education in non-English speaking environment with the aim of effectively offering EMI to meet the client's demands.

1.5 Scope and Limitations

The present research is more precisely therefore centred on the HEIs from non-English-speaking contexts and especially from educators and students implicated in EMI contexts. Therefore, the study focuses on this specific educational sector in an attempt to establish the uniqueness of the difficulties as well as the possibilities experienced by such groups. However, there are a couple of methods of this study that need to be mentioned – first the study has a small sample size and is geographically limited, which could decrease external validity. More large-scale studies with a wider area of investigation might provide additional information on the international significance of EMI.

1.6 Definition of Key Terms

English Medium Instruction (EMI): The approach of employing English as the medium of instruction in classrooms disregarding the nation's official or national language.

Linguistic Challenges: Accent, fluency, vocabulary, grammar, and academic writing deficits of learners and instructors, along with the lack of sufficient linguistic support for these populations.

Cultural Complexities: Concerns regarding acculturation and cultural fit as well as having concerns regarding power relations associated with carrying out instruction in English, effects on students' perceived place and identity within the educational context.

Pedagogical Complexities: Problems associated with an application of the teaching and learning approaches and curriculum development in EMI such as culture suitability of teaching methods, and incorporation of technology.

1.7 Theoretical Framework

The theoretical framework of this study is derived from language policy, cultural analysis and knowledge of teaching and learning. The focus of the conceptual framework lies on language, culture, and learning/teaching in context, relating to each of these in terms of how they construct EMI in non-English-speaking environments. In terms of language policy, the mould of the analysis focuses on the extent to which national as well as institutional policies impact on the degree of implementation of EMI and the accommodation given to students and teachers. From cultural perspective, the current studies describe the cultural identity and politics of English language usage in academic institutions. From a pedagogical perspective, the research relies on concepts of inclusion, where learning-teaching processes, curricular arrangements, and means of quiz 1/11 assessment are viewed as appealing to Language and Cultural Diversity in EMI context. Altogether the theoretical frameworks were fruitful to inform the study and offer an encompassing picture of the factors that shape EMI and extend the understanding of the issue in non-English-speaking contexts.

Chapter 2: Literature Review

English Medium Instruction (EMI) has received a great deal of attention in both the research and educational policy debate in the last years due to the increasing use of

the English language in education in countries where this language is not dominant (Kaplan & Baldauf, 1997). As an approach to teaching and learning, EMI is defined as the use of English as the medium of instructing in Class especially in nations that may not use English in all their activities. The use of EMI has therefore increased due to the realization of the world as a global village where communication, learning and business interaction are conducted predominantly in the English language. Nevertheless, there are also many issues associated with the use of EMI, which also relates to the fact that in most cases at least one of the parties does not have English as their first language. This literature review analyses various materials related to EMI, exploring the linguistic, cultural, and educational challenges associated with its implementation and teaching in non-Anglophone countries.

Linguistic Challenges

There is no doubt that the largest singled out issue in EMI setting is the influence of the language on learning. Previous research has noted. Abs, The impact of foreign languages on studies reveals that the language competency is one of the significant factors that define success in EMI context (Hu & McKay, 2012; Marsh & Hau, 2003). Many students are limited in their language skills, therefore, their comprehension of the material, their conversation in classroom discussions, or composing of written work is confined to their language use. Literature has it that students who are LEP may be in a position to grasp all that is covered in class, which will adversely affect their performance (Davison & Leung, 2009). Such linguistic challenges ravage lower participation rates, limited interaction in a group, and even frustration and isolation. Furthermore, there are no efficient language support facilities including remedial English language classes or language support tutors; this makes things worse and denies many students essential input to facilitate their study in an EMI setting. Issues of language also relate to the use of assessment methods which sometimes do not consider students.

Cultural Complexities

In addition to language, EMI acquires important cultural issues that influence both participants of the educational process. A major challenge in EMI settings is how cultural identify influences the use of English as the major medium of learning. Research has stressed that the adoption of English in education leads to production of power relations that restrict indigenous languages and practices (Canagarajah, 1999). Sometimes students may feel a cultural shock which is due to conflicts between cultural identity and academic and social contexts, since communication is done in a language that is not necessarily related to their ethnic origin. Pursuit of such a goal may lead to feelings of isolation, as the students may be separated from the material that is being delivered or the other learners who understand English better. Further, the implementation of an English-based curriculum may cause the exclusion of indigenous content knowledge, patterns of instruction, and culturally appropriate material.

To overcome these problems, it is important to develop culturally sensitive circulated products. Some of the findings that have been advanced from research in EMI indicate

that teachers in EMI context should incorporate students' cultural information in the relevant curricula so that students of all backgrounds feel accepted and welcome (Alptekin, 2002). Culturally relevant instructional strategies are not only sensitive to the learners' culture but also easier for them to understand because it will be easy to relate to it. Additionally, local cultural consciousness can be integrated in curriculum in order to assist the students to find connection between the general international model of EMI and their own cultural selves.

Pedagogical Considerations

The implications for teaching are complex, and solving them is not limited to employing certain instructions, but rather meaningfully includes teaching methodologies, curricular content and approaches to assessment. First, it is necessary to discuss the teacher preparation level. Literature studies have established that appropriate pre-service teacher training is essential to the execution of EMI (Li & Wang, 2018). The teachers themselves, though need to be English language qualified, also need to possess skills suited to second language teaching and learning. These include the capacity to adapt the course delivery for the Bilingual learners and other students in order that the capability to support and accept students from all communities or zones in their magnanimous school setting.

Proper approach to the teaching or, more specifically, the instructional processes is vital to the EMI programmes. Techniques of learner centered, whole group and cooperative learning styles are especially useful in enthusing students in EMI environments (Arva & Medgyes, 2000). Further, works of literature indicate that the integration of technology in learning initiates and promoted through the use of ICT tools which include materials via the internet, multimedia, and use of virtual learning environments enhances student learning and engagement in EMI college classes. The application of strategic technology supplements allows students to address such logistical difficulties and obtain necessary educational materials despite location difficulties.

The overall strategy also addresses the use of assessment methods in EMI settings. Standard-centered testing procedures, such as paper and pencil assessment and essays may not reflect on the learning achievements of students especially where the language barriers have not been given due consideration. There is increasing awareness of the requirement for constructing other approaches of the assessment innovation of learning such as project tests, verbal tests, and co-assessment tests. These techniques are not only effective to address the issue on language development of students but it also enhances an enhance understanding and teamwork of every learner.

EMI Models and Frameworks

In recent literature, there are several models advocating for the enhancement of implementation of EMI in the higher education institution. This model is misused as Content and language integrated learning (CLIL) which incorporates language in the content learning teaching. This model is misused as Content and language integrated learning (CLIL) that enhances subject matter with language learning teaching content.

CLIL has become popular as an effective EMI model due to its ability to help students to learn two things at the same time; content of a given subject and the language. What makes CLIL a particularly effective approach and what distinguishes it from other instructional models is the combined focus on content and language: the development of meaning in the subject matter on the one hand, and the language in which meaning is constructed, on the other helps students get not only a better understanding of the subject matter but also language mastery as well. Research has demonstrated that this particular model benefits both academic performance and linguistic development of students in EMI contexts.

The EMI continuum also integrates another important theoretical model for conceptualizing various levels of EMI engagement at universities (Macaro et al., 2012). This framework indicates how English is utilized as a medium in education from completely taught in English, to partly English and partly other language. Through the EMI continuum, an institution learner or an organization can get a general view of the level at which the organization or institution embraces the EMI implementation and where the organization requires extra support in terms of language support service, curriculum modifications or indeed, teacher training.

Chapter 3: Research Methodology

3.1 Introduction

The purpose of this research proposal is to consider the language, culture, and teaching and learning factors involved in the teaching and learning processes of EMI in television higher learning institutions in non-EMI countries. As EMI is a complex phenomenon, quantitative and qualitative data were gathered throughout this study and both qualitative and quantitative data were used to develop an approximate view of the difficulties that educators and students face. To get an understanding on the effects of EMI on teaching practices, learning achievement of the students and the cultural assimilation, this study instituted surveys, semi-structured interviews and classroom observations. The use of mixed methods enabled cross confirmation and elaboration, as the data collected from various sources were compared and added.

3.2 Research Design

The research design consisted of two distinct phases: a quantitative survey followed by a qualitative study with structured interviews and classroom observation. These phases defined both the breadth and depth of the relationship between gender and health GE and the depth of a gender analysis of participants' experience of health GE.

- **Phase 1: Quantitative Survey**

In the quantitative phase an online structured questionnaire was developed and administered to elicit responses on a large scale. From this survey, it was sought that linguistic, cultural and pedagogical barriers as felt by both learners and instructors would be determined. Thus, questions that referred to language proficiency, background in teaching and learning, and perceived effectiveness of EMI encompass

two types of data that allowed the survey to construct standardized data for comparative analysis.

- **Phase 2:** Specifically, we applied qualitative interviews and classroom observations during this study.

The first phase was qualitative and consisted of focus-group interviews with educators and students and observation in the classroom. This demonstrated that the use of the semi-structured interviews encouraged participants to relay their experience and view on EMI in full detail thus presenting an elaborate data on the topic. In order to capture teaching practices, students' interactions and language adopting in practice classrooms from which EMI originated, classroom observations were made. By documenting a set of different classes and teaching practices, these observations were useful in understanding the real-life approaches to teaching in English in non-English speaking environments.

Sampling Strategy

For the survey phase, a convenience sampling technique was used where only those participants, who were available and consented to participate were considered. It allowed getting the maximum number of respondents with different professional backgrounds and affiliations; both educators and students of different levels and fields of specialties in different organizations and institutions. In quantitative phase, purposive sampling was applied in selecting students who have had experience in EMI so that they can provide detailed information. This comprised of 20 educators and 10 students who were selected based on the fact that they participate in parent EMI programs. Such observations were conducted across 10 different classes of students chosen to paint a cross-section of classes in EMI program.

3.3 Data Collection

The data collection process was generation of both close-ended and open-ended data so that it would capture the dynamics of EMI from various angles.

3.3.1 Survey

The sections of the Web-based questionnaire were developed to measure as many aspects of EMI implementation as possible. The questionnaire consisted of 30 questions, divided into several sections:

- **Demographic Information:** Other questions comprised of age, gender, discipline of study, and the number of years teaching or learning EMI or experiencing English as a second or foreign language. This section was useful in making sense of the data and also to make demographical comparisons.
- **Language Proficiency:** Questions were geared towards self-rated English comprehension of students and teachers, in addition to their encounters with language issues in the classroom. In this section, it assisted in determining the level of language difficulties encountered by participants.
- **Teaching and Learning Experiences:** This section discussed the kind of experiences the educators and the students in the EMI setting, their appreciation of the EMI implementation, the challenges faced, and the

consequent effect on performance. Some of the questions posed were closed as well as the others came as open ended items.

- **Cultural and Pedagogical Challenges:** This section of the survey asked questions concerning cultural barriers in EMI, for example conflict between local languages and English, or numerous concerns about instructional practices when English is the medium, for instance, the problem of differentiation based on language proficiency. These findings were useful in shedding light on other potential issues posed about implementing EMI in culturally diverse environments.

3.3.2 Interviews

Five open-ended questions were posed to 20 educators and 10 students who used EMI in their learning context. While developing the interview schedule the questions were made general so that the answers could be in any form, but specific topics were discussed to avoid drifting off-topic. Topics explored in the interviews included:

- **Educators' Experiences with EMI:** These comprised of issues on how teachers had altered their pedagogy, approached language issues, and handled cultural issue in the class. Alternatively, educators were also given questions on assessing the contribution of EMI in the achievement of learning objectives.
- **Students' Perceptions of EMI:** Finally, students' experiences in EMI were examined by interviewing students regarding their experiences with EMI in relation to language issues, use of content, and overall EMI experience in academic and cultural terms.
- **Cultural and Pedagogical Complexities:** The educators and students were asked both about the concrete cultural aspects that they came across in EMI environments and the respective instructional techniques they used to address them.

3.3.3 Classroom Observations

Semi structured lessons in 10 EMI classes were recorded and analyses were carried out of 10 lessons in ten different classes, across humanities, science and social science disciplines. The observations focused on:

- **Teaching Strategies:** Memos documented the pattern of practices observed in classrooms, focusing on the strategies teachers used to implement changes in their teaching strategies for classes with students who had low English skills. Practical applications related to the use of aids, teacher-student communication, and information and communication technologies were highlighted.
- **Student Engagement:** Amount of student participation, vocalization and physical response during the class and lectures was monitored; both verbal and physical. Concerns were made about the behaviour of students, and the ways in which individuals dealt with language problems, as well as with the facility many students had with the use of the English language in relation to the course.

- **Language Use:** Individuals also documented how often and to what extent English was employed throughout the classroom, by the teacher, as well as students. A final consideration made was the use of local languages in the classroom was also taken note as some teachers used them in explanation.

3.4 Data Analysis

To the quantitative data collected, the data analysis was done in two phases to accommodate for the quantitative data collected as well as the qualitative data collected.

3.4.1 Quantitative Data

The collected survey records were quantitatively described through basic statistical measures regarding the participants' background characteristics, language proficiency, and attitude towards EMI. Categorical and continuous variables were summarized initially by frequency, proportion and mode or mean, respectively. Descriptive indices, such as t-tests and Analysis of Variance (ANOVAs), were used to compare the response to different groups of participants such as educators and students and those who had high and low language skills. This meant that moderating factors such as language proficiency and others were captured more comprehensively and thus the proportionality of their effect on participants' engagement with EMI was more accurately determined.

3.4.2 Qualitative Data

In analyzing the data collected from the mini-structured interviews and the classroom observations, thematic analysis and content analysis were used. In thematic analysis, codes or themes that came out from the interviews and observation were categorized into themes. This method enabled the researcher to make a sense of the given responses by the participants with regards to the research questions. Quantitative data were analyzed descriptively, with specific focus made on whether certain terms, phrases or behaviors recurred frequently in the qualitative data, with content analysis used to systematically investigate the recurrence or otherwise of various issues or patterns.

3.5 Validity and Reliability

To ensure the validity and reliability of the study, several steps were taken:

- **Pilot Testing:** In fact, the survey instrument itself was pre-tested before the actual survey through a pilot test with a small sample of participants. From the angel of participants in the pilot study appropriate amendment of the questions' wording and definition of their relevance was made.
- **Interview Protocol:** Due to the semi-structured nature of the interview, the questions developed for the interview were later presented to other scholars researching in the field of EMI for critique. Furthermore, all interviews conducted were done so in the presence of recording equipment, which captured all details, and all transcriptions were conducted in their entirety.
- **Observation Checklist:** Thus, the use of an observation checklist was established in order to improve the reliability of the study and minimize inter-observer variability when observing student behavior in the classroom. The

content of this checklist included areas like teaching methods, learners' participation and language arts so that there was a systematic method of observing the events that occurred in the class.

3.6 Ethical Considerations

On this aspect, ethical considerations were observed to the later beginning with the recruitment process, to avoid exploiting the rights of the participants involved. This included:

- **Informed Consent:** Participants received information about the aim and circumstance of the study, as well as experimental manipulations and possible hazards. They were told that the study was purely voluntary and that they can opt out of the study at any time without any consequence.
- **Anonymity and Confidentiality:** Participants' identities had been anonymized with pseudonyms used in the study and all the data kept secure. Quantitative data was summarized to produce general results to avoid recognizing individual participants.
- **Respect for Participants:** Subjectivity in the research process was done by giving respect and recognition to the participants' rights. Extra consideration was made to adapt to specific cultural factors and ensure that the participants were okay with the stories that they were telling.

3.7 Limitations

While this study provides valuable insights into the complexities of EMI, it has several limitations:

- **Sample Size:** The sample size in the present study would be comparatively small especially in the qualitative phase, and hence the results would not be representative. The implications of these results could be better supported by more extensive presentations involving a more diverse participant pool.
- **Geographical Scope:** It also implies that much of what is found in the study does not represent the diverse nature of EMI across the different nation states. Future research could generalize the subject to embrace a wider area of the study.

3.8 Conclusion

This chapter presents the research approach used in this study with regards to the kinds of methods used to study the linguistic, cultural, and learning and teaching challenges in EMI. Through the use of both descriptive surveys and comparative interviews as well as case-analyses based on classroom observations the study reveals the face and the capability that EMI poses to the nations that do not major in English language. The subsequent chapter of this study will provide the outline of the study conclusions, having utilized the resources gathered throughout the researching process.

Chapter 4: Data Analysis

This chapter elaborates on the findings made from survey data, interviews and classroom observations for this study. The analysis is organized into three main sections: video data analysis, statistical data analysis, interview data analysis as well as immediate class observation analysis. The results of these three data sources are informative for understanding how EMI imposes language, culture and learning challenges in non-EMS countries.

4.2 Quantitative Data Analysis

The quantitative data obtained from the online survey give the information about the background of the subjects including age, gender, education, and language proficiency as well as their encounters with EMI. These data were described using descriptive statistics since these can provide a background to the study.

4.2.1 Demographic Information

In total 200 participants from higher education institution were included in the survey and their demographic data were collected. The age and gender of the participants are summarized in Table 4.1 below.

Table 4.1: Demographic Information

Category	Frequency	Percentage
Age		
20-30	100	50%
31-40	50	25%
41-50	20	10%
51+	30	15%
Gender		
Male	80	40%
Female	120	60%

Most of the participants were 20s to 30s (50%), young people, which is typical for students and teachers in EMI situations. The gender distribution revealed that 60% of participants were females this is because many higher education institutions have more female enrollment.

4.2.2 Language Proficiency

The survey also aimed at evaluating the language proficiency of the learners and instructors as well. , we can see that participants’ self-perceived language proficiency was fairly high: 35% of participants claimed they could use English at the advanced level, 25% – at the intermediate level, and 10% each were beginners and native speakers.

Table 4.2: Language Proficiency

Level	Frequency	Percentage
Beginner	20	10%
Intermediate	50	25%
Advanced	70	35%
Proficient	40	20%
Native	20	10%

Distribution of the participants reveals that while most of them are reasonably proficient in the English language, a sufficient number of students and educators still face language barriers. This is important because it determines how students and teachers move around as they learn in ESOL and teach in EMI respectively.

4.2.3 Curriculum delivery Interfaces

The survey also sought to know participants' teaching and learning experience while in EMI context. The findings depicted in Table 4.3 suggest that the majority of the educators had more than six years of EMI teaching practice and that a significant number of students had equal or less than six years of EMI learning experience.

Table 4.3: Teaching and Learning Experiences Experience Frequency Percentage

Level	Frequency	Percentage
Beginner	20	10%
Intermediate	50	25%
Advanced	70	35%
Proficient	40	20%
Native	20	10%

The distribution highlights that while many participants have adequate English proficiency, there is still a notable proportion of students and educators who face linguistic challenges. This is important because it affects how both students and teachers navigate the learning and teaching environments in EMI settings.

4.2.3 Teaching and Learning Experiences

The survey also explored participants' teaching and learning experience in EMI settings. The results, presented in Table 4.3, show that a majority of educators (60%) have over 6 years of EMI teaching experience, while students reported having varying lengths of EMI learning experience, with a large portion (40%) having more than 6 years of exposure to EMI.

Table 4.3: Teaching and Learning Experiences

Experience	Frequency	Percentage
EMI Teaching Experience		
1-2 years	30	15%
3-5 years	50	25%
6+ years	120	60%
EMI Learning Experience		
1-2 years	50	25%
3-5 years	70	35%
6+ years	80	40%

Evaluation of the results show that a good percentage of the participants are likely to have ample interaction with EMI either as instructors or students. This suggests a fairly experienced sample, which affords understanding of the pro and cons of EMI from both sides

4.3 Qualitative Data Analysis

Both, the interview and classroom observation data were examined using thematic and content analysis in order to identify the overarching linguistic, cultural, and

pedagogical issues. These analyses offer the nuanced understanding of the students and educators in EMI environments.

4.3.1 Thematic Analysis

Theme 1: Linguistic Challenges

The first related language-related teaching difficulty reported by the teachers, as well as the learners, was language skills. Read said teachers stated that explaining concepts in academic areas in English was a major challenge, especially where the student has low English language proficiency. Likewise, perceived learning disadvantages include, students complained of being unable to understand as much of the lecture or participate in the class debates. Some of the areas that were also cited included absence of language support services for students, mean being remedial English courses or tutoring for EMI students.

Theme 2: Cultural Complexities

The translated themes identified by the students and the educators were culture and language-power relations. This made many students experience isolation due to Speaking, Reading, and Writing in English only and experiences revealed that classrooms, for instance, that discouraged the use of local languages made many students isolated. Teachers know that EMI harms cultural identity and wondered how to combine globalism with localism in the curriculum.

Theme 3: Pedagogical Considerations

On the matter of educational practices, participants paid a special focus on the necessity of preparing teachers for EMI approaches. Some respondents underlined the deficiency of effective training in comprehensible EMI classroom practice which influenced their performance in an English-medium setting. There were recommendations that a combination of language and content had more effectiveness with students because it enhanced students' learning.

4.3.2 Content Analysis

A more methodical analysis of the results of the interview conducted in content analysis made it possible to determine the frequency of thematic and issue fields mentioned by participants. In fact, based on the results of the questionnaires as demonstrated in Figure 4.1 above, the most discussed topics included language proficiency (30%), cultural identity (25%), teacher training (20%) and instructional strategies (25%).

Figure 4.1: Interpretation of Qualitative Interview Responses

- Language proficiency: 30%
- Cultural identity: 25%
- Teacher training: 20%
- Instructional strategies: 25%

Overall these conclusions indicate that although linguistic barriers were most often reported as important for EMI success, cultural factors and the approaches to teaching were also perceived as crucial.

4.4 Observations Conducted in the Classroom

A total of 10 EMI classes from various subjects were observed in order to noted down the methods of teaching and the student's participation in EMI classes. The results provide an overview of the teaching strategies employed by the teachers, where most of the participants (50%) reported using lecture mode, 30% reported using discussions in classroom and only 20% reported the usage of group activities. Introduction of new skills 32 31.40 Teaching strategy implementation 32 31.40 Explanation of outcomes 28 27.50 Catching students' interest 19 18.90guistic challenges were the most prominent concern, cultural identity and pedagogical strategies were also viewed as critical factors influencing the effectiveness of EMI.

4.4 Classroom Observation Analysis

Classroom observations were conducted in 10 EMI classes across different disciplines to capture the teaching methods and student engagement in EMI settings. The findings highlight a variety of teaching strategies used by educators, with a focus on lecturing (50%), discussion-based activities (30%), and group work (20%).

Table 4.4: Classroom Observation

Teaching Strategy	Frequency	Percentage
Lecture 5	50%	
Discussion	3	30%
Group work	2	20%

The domineering presence of lecturing, which makes up fully 82 percent of classroom time, supports the claim that traditional teaching methods are still present in EMI classes despite admitted ineffectiveness in capturing the students' attention. Both discussions and, to a slightly lesser extent, group work were reported as being employed – although the overall impression was that these methodologies might be underutilized in the employment of the instructional methods for creating more student involvement and language training.

The reported use of English was applicable throughout the observations while some of the lecturers would switch to their regional languages in order to reinforce some key concepts or as a way of attempting to explain key issues to the less capable students in the use of English language. This is the essence of the bilingual approach which reveals the tension between EMI and students' ability to understand teachers and vice versa.

4.5 Conclusion

In this chapter, the authors described the qualitative and quantitative results derived from the survey, interviews, and classroom observation. The quantitative data offered a general picture of participants' background information, linguistic capabilities as well as their previous encounters with EMI. From the analysis of the qualitative data, several interesting themes emerge, namely: language barriers, Cultural factors, the teacher training required, and instructional methods.

Lessons continued to show that EMI classroom instruction relied heavily on teacher-centred methods, such as lecturing while the necessity of adopting more participative techniques was evident. Despite these limitations, these findings give important

insights for better understanding the challenges associated with implementing EMI and could serve as a base for creating approaches to improve utilization of EMI in non-English-speaking countries.

Chapter 5: Findings

5.1 Introduction

Developing on the previous chapters, this chapter outlines the major conclusions of the study, giving a blow-by-blow description of the linguistic, cultural and educational barriers to English Medium Instruction (EMI) in non EMI context countries. Thus, the results are grouped into three sections, which include survey results, interviews with teachers and students, as well as observations made on class. Every section underscores the challenges that educators and students experience in EMI with emphasis to language facility, cultural origin, and modes of instructions.

5.2 Quantitative Findings

The survey data was quantitative in nature and gave general information about participants' experience and attitude toward EMI. Regarding the findings related to language proficiency, teaching experience, and learning experience, this section presents them.

5.2.1 Language Proficiency

Another important characteristic of the survey participants that left quite an impression was the distribution of the subject's language skills. Regarding the language proficiency as a fourth variable, it was found out that 60% of the participants claimed to have intermediate to advanced level of English competence as required in the EMI context. Yet, 20% of the participants claimed to have beginner or proficient language proficiency suggesting a great language diversity in EMI classes. They are important to document because such disparities in language proficiency suggest the range of assistance needed by learners and teachers in EMI environments.

Table 5.1: Language Proficiency

Level	Frequency	Percentage
Beginner	20	10%
Intermediate	50	25%
Advanced	70	35%
Proficient	40	20%
Native	20	10%

These results imply that EMI programs may encounter difficulties in addressing students whose English comprehension ranges from low to high level. It leads to disequilibrium which is manifested by difference in access to academic resources and possible difference in terms of understanding of lessons to be taught or taken.

5.2.2 Teaching and Learning experiences of students

The survey went further in asking about their specific experience with EMI teaching as educators or when learning as a student. From the data, it can be concluded that more than half of the educators (60%) had developed at 6 or more years of EMI teaching

experience which points to the understanding that many teachers have accumulated proper amount of experience in EMI environments. On the other hand, students sample indicated a relatively more diverse experience; 40% of the students remarked they have more than 6 years of learning experience in EMI. This implies that the students who are learning in EMI contexts maybe experiencing differential forms of English medium exposures which affects the general learners' engagement and achievement. Experience Frequency Percentage programs may face challenges in accommodating students who are at varying levels of English proficiency. This variance often results in unequal access to academic resources and a possible gap in understanding course material.

5.2.2 Teaching and Learning Experiences

The survey further explored the EMI teaching experience of educators and their learning experience as students. The data indicate that the majority of educators (60%) had 6+ years of EMI teaching experience, suggesting that many teachers have significant exposure to EMI contexts. Conversely, students reported a broader distribution of experience, with 40% having over 6 years of EMI learning experience. This suggests that students in EMI environments tend to have varying levels of exposure to English as the medium of instruction, which impacts their academic participation and success.

Table 5.2: EMI Teaching Experience

Experience	Frequency	Percentage
1-2 years	30	15%
3-5 years	50	25%
6+ years	120	60%

A new set of findings supports the notion that most educators entering EMI teaching jobs come with at least one's worth of experience. However, the a good number of Industry teachers (15%) might continue to struggle when it comes to embracing EMI-specific pedagogies, especially if they've had no purposeful professional development.

5.3 Qualitative Findings

From analysed semi-structured interviews and classroom observations the authors come up with more profound understanding of the major problem and prospects of EMI. The analysis identified three major themes: language barriers, cultural issues and teaching learning factors. The analysis of each theme is provided below.

5.3.1 Linguistic Challenges

Of the linguistic difficulties reported by both teachers and learners in EMI teaching and learning settings, language proficiency was the most cited. The challenges mentioned by participants include students with poor English language skills, who had limitations in comprehending what is taught in class and in general had problems in contributing to the group discussions. Also, many educators also added that they had to correct themselves or explain something several times because students seemed to not get it. Another key barrier was the lack of language support systems; that is, whether students

needed to take a remedial course or a tutoring service, there was none for isolated students.

Theme 1: Linguistic Challenges

- **Language proficiency:** Most of the students experienced challenges in comprehending content in academic languages in English that affected their learning process.
- **Language support:** Teachers spoke of the lack of better language learning_fmetsy for students who would wish to overcome language issues particularly in writing and reading.

5.3.2 Cultural Complexities

Use of English as the medium of instruction and culture together with language power relationship dominated the discussions within the interviews. A good number of students pointed out that their First Languages and cultural voices are not valued in EMI classrooms hence they developed a culture of exclusion. In addition, participants pointed to the fact that besides spreading the use of English as the language of instruction, there is always a sense of power associated with it. English some students considered as power language that poses threat to cultural imperialism since it supersedes local cultures.

Theme 2: Cultural Complexities

- **Cultural identity:** The adoption of English in their education gave the learners some incongruities regarding the compromise of embracing a language that they did not speak in their households. In this way, the tension was often accompanied by the feeling of cultural inferiority conquering the subject.
- **Language and power dynamics:** Some of them were about the nature of English as an instrument, and that it deepened a mode of power relations, architected in the classroom and society at large.

5.3.3 Specific Features When Teaching

With regard to the teaching practices, both students and teachers stressed the need for teacher education and coming up with the strategies conducive to EMI. Quite a few teachers referred to a lack of dedicated training concerning aspects of EMI instruction, especially with regard to the dual role of instruction as both content and language transmission. A characteristic that was felt to be crucial for enhancing students' interest active learning techniques like group processes, and project work.

Theme 3: Pedagogical Considerations

- **Teacher training:** Many teachers noted the absence of formative teaching at EMI classes, and quite a few teachers claimed there is no special training on EMI teaching. Some interviewees said they felt inadequate to teach while in a foreign language and called for more training opportunities for EMI teachers.
- **Instructional strategies:** For this reason, instructional practices that meaningfully involved language and content-alanguage and content-across content areas were considered necessary in order to guarantee that students comprehend taught content as well as enhance their language proficiency.

5.4 Classroom observation findings

Slightly over 10 classes of EMI classes across disciplines were observed to provide a rich understanding of the strategies utilized in these classrooms. These observations pointed to a prevalence of transmission values of instruction, and a lesser frequency of person to person values including group work and discussions. It can therefore be concluded that while lecture based teaching remains a dominant model in EMI classrooms, there is potential to increase the level of interactive learning activities used in the classrooms.

Table 5.3: Teaching Strategies

Strategy	Frequency	Percentage
Lecture	5	50%
Discussion	3	30%
Group work	2	20%

Lecturing currently occupies a dominant position in EMI classrooms, with 50 percent of the total, and traditional academic practices, where teachers and tutors mainly convey material. Nonetheless the fact that group work accounted for 20% and discussion based methods accounted for 30% of the teaching techniques means that these teaching strategies which may foster interactivity and language usage are not exploited fully. This means that there is need to close the gap on the methodological approaches applied in EMI classroom so as to enhance the students' participation and language acquisition.

5.5 Conclusion

This study shows the research issues associated with EMI in non-english speaking nations, where language and culture intermingle with didactic issues. The quantitative data extend a variety of language proficiency levels among the participants, meanwhile, the qualitative data stress the importance of cultural-identity and teacher training. Additional classroom observations reveal the prevalence of the lecture method in instructional delivery in EMI settings, indicating that the use of more cooperatively integrated and student-focused practices could benefit the students as well as their language learning performances. Thus, the results of the present study are useful to analyse the current degree of EMI implementation and contribute to the enhancement of EMI practices in higher education institutions.

Chapter 6: Recommendations

6.1

This chapter demonstrates a series of valuable and crucially specific strategic suggestions focused on the linguistic, cultural, and teaching challenges and of EMI in non-EMI countries. The recommendations are made for different groups of interested actors, such as policy-makers, teachers, researchers, programs, and institutions and are considered to improve diverse aspects of EMI for making this environment more inclusive, efficient, and sustainable. These recommendations are aimed at the three core areas in order to improve the quality of EMI programmes and to help educators and students to tackle the difficulties arising from the contexts of EMI.

6.2 Policymaker Recommendations

Policymakers in this case are presented with recommendations that outline the structural and institutional requirements that are needed to sustain good implementation of EMI. Policy makers are the key actors that exert influence and control education and any decision made on them or by them will have lasting effects on the success of EMI programmes.

1. There is also a lack of Comprehensive Language Support Systems.

A more suitable approach for the policymakers is to urgently enhance language support structures that will enable students to cope with the challenges in EMI classrooms. Such services may include language remediation services, academic writing tutorial and other peer tutoring service offerings. Language support services should be built into a student's education process not only at the beginning of it but during his or her education process so that a student develops language skills at the same pace as academic ones.

2. Adopting culturally sensitive ways of developing curriculum resources

Since curriculum developers are tasked with the responsibility of developing EMI curriculum that will be implemented by teachers in various schools, it is important that the curriculum which is developed is both linguistically accessible, as well as culturally sensitive. Culture sensitive education should be integrated into the curriculum especially in relation to students' culture, use of local knowledge as well as cultural practices. This would help in the elimination of barriers of inclusion in learning, where students feel that they can learn since they can also maintain their cultural aspects while learning.

3. Facilitate Teacher Training Programs

Due to the special requirements for teaching in English, it is necessary to supplement teacher training programs with necessary EMI teaching methodologies. This comprises of preparing teachers for delivery of content in English; at the same time, teaching the learner English as a language. As prospective teachers, knowledge and skills relative to language, culture, and ways to support students' comprehension of conceptual content should also be trained.

4. EMI Implementation Management and Evaluation

It helps the policymakers to come up with mechanism that can be used to assess the future effectiveness of EMI programs. Standardized checks on the students' use of language, academic performance, and experiences of culture should be made periodically. Moreover, qualitative data regarding the difficulties encountered in EMI classrooms by both students and educators should be gathered in a more organized manner with the view to enhance the quality of practice. Policies will therefore be made based on the collected data so as to enhance the achievement of the best overall interests of all the actors regarding EMI programs.

6.3 Educator Recommendations

EMI depend heavily on educators and the following are suggestions that can further improve educators' educational and language teaching effectiveness for the guaranteed efficient EMI programs.

1. Second language acquisition is best accomplished when teachers have an understanding of both language forms and instruction strategies.

Teachers should extend the MLA awareness especially when presenting content in English. It is crucial to develop some idea about the nature of the linguistic difficulties children are likely to encounter in the classroom. Teachers should also be taught capacities to simplify academic language to make it easy for a student to understand such as how to break a word. It could enable the students to learn and interact with the content in a much simpler way.

2. Integrate Culturally Sustaining Teaching Pedagogy

In response to cultural dynamics, homework should be a deliberate attempt by teachers to adopt culturally sensitive classroom practices. This includes respecting students' cultural heritage, not presuming that the student already knows something, and designing context to ensure that the student feels welcomed to express his/her cultural self. Teachers should effectively try to influence the subject matter hence enhancing its appeal with students from different cultural backgrounds.

3. Technology Enhanced Language Learning

Integrating technology use in EMI classrooms can improve language learning and thereby enhance learning achievement. Technology methods including the use of language learning apps, virtual simulations and online collaborative tools should be applied by educators to enhance student's language skills and to promote more engage and productive learning. It also becomes possible to generate other practice opportunities for a language among digital platforms.

4. Implement Progressive Collaboration across Classrooms

Teachers should stress cooperation with other students in completing tasks as an effective way to increase a student's interest not only in the content of the subjects studied but also in English in particular. A major advantage of these techniques is that they complement other traditional techniques used in teaching, such as peer teaching, group discussions or problem-based learning, in a more social and supportive learning environment. The assignments too, make it possible for the students to develop people skills as well as improving on the grades.

6.4 Researcher Recommendations

We present the following recommendations to the researchers who are investigating the various aspects of EMI/ELT deployment, and its effects on learning. In does not only point out the current quality issues with EMI; it also provides ways on how this quality can be enhanced through researches on quality procedures and strategy for enhancing quality.

1. Risk of EMI Models and Frameworks

Future research has to strive on proper EMI models and framework that would fit the various countries in the system that do not use English language as their medium of instruction. This ranges from calling into question various teaching practices and how these correlate with the purely language and cultural contexts of EMI settings. It will be interesting, therefore, to learn more about EMI models from comparative studies conducted on different regions of the world.

2. Language Assessment and Proficiency Students in this course must have attained a level of language assessment and proficiency and be able to meet the following requirements:

Due to the fact that language proficiency is a critical component of EMI, researchers should try to establish more effective and more communicative language tests which adequately capture the nature and needs of the EMI learners. Further studies on language assessment instruments must incorporate the knowledge of how students can be aptly gauged not only on their mastery of academic English but also on their aptitude to argue with substance in a foreign language.

3. Department: Cultural Identity and Language Power Relations Analysis

The study should go further to explore the influence of EMI on cultural identity and the power relation between the dominating language and the other languages in the classroom especially to the learner. Learning how students' marginalized and privileged language and culture work in structured settings that favor English can be informative and helpful in how culture-sensitive curricula can be designed.

4. What does the literature say about EMI and technology at the end of a communication channel?

Since technology-supported learning systems are playing a large part in teaching and learning, researchers need to investigate the ways in which technology-enhanced EMI can increase communication and reduce language and cultural differences. Further research should investigate the potential of user-generated content in technology-enhanced integrated communicative learning contexts, for instance, in EMI that cannot be addressed effectively through teacher-student direct interaction.

6.5 Organizational Recommendations

Thus the policies of the educational institution, where EMI is introduced, largely define its effectiveness and results of the given programmes. The following recommendations are aimed as the higher education institution and administrative bodies.

1. Establish Language Centers

Universities should establish specific language learning centers which should offer language support and intervention to learner enrolled for EMI curriculum. Such centres should provide language classes that are both dealt with everyday English and professional terms in various subjects. Language can also act as centres for students to find tutors, writing help and language clubs.

2. In this scenario, EMI shall develop the policy and guidelines.

As a result, institutions should develop official institutional policy in the form of EMI best practice guidelines that cover language requirements for teachers, approaches to teaching and evaluating in EMI. This policy should also state and respond to cultural relevance and the language used in teaching to avoid discriminating against students's linguistic/cultural backgrounds. It may help offer directions on how to properly implement the EMI strategy to the faculty and administrators out there.

3. Provide Resources and Support

To achieve EMI success, institutions have to invest properly in learning resources for students and faculty staff. It includes continuing and staff development programs to

provide teachers updated knowledge and development of teaching and learning aids such as the text books and other teaching and learning materials and resources available online. Intensive language support also appears as important infrastructures in institutions such as language labs, tutoring sessions, peer learning programs should also be provided.

4. Build a Collaborative Work Environment

The culture of the institution should be such that; the faculty, students and all other administrative organs of the education system should be working in tandem. Dialogue about the difficulties faced when implementing EMI and information exchange between various departments can help enhance change and upgrade the general quality of EMI programs. Institutions should also involve students and faculty to complete surveys to help in facilitating the revision and sustenance mechanisms as per the request of the EMI community.

6.6 Conclusion

Thus the recommendations given in this chapter can be viewed as a detailed roadmap for practically implementing a pluralistic approach for solving the problems of EMI in non-English speaking countries. Through the promotion of the above approaches, all the key stakeholders including policymakers, educators, researchers and institutions can promote co-ordinated sustainability of EMI. As the suggested guidelines are aimed at the improvement of the quality of education, respect of the cultural differences as well as the development of the students' language skills, they also serve as an academic and cultural sensitive approach.

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